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ABSTRACT

The final report of a project to implement a career education guidance and placement program in the school of North Dakota covers the period of time from February 1972 to November 1973. The goals and objectives of the project include improving the guidance and counseling services to all North Dakota high school students; establishing placement services, occupational resource center, and a guidance program for dropouts; and developing a model vocational guidance program with occupational exposure and orientation experiences for secondary students. Procedures that were followed, results and accomplishments, evaluations, and conclusions and recommendations are given. Appendixes contain instruments used in the job placement program, the day-on-the-job program, and the followup program. (MU)

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FINAL REPORT

Project No. V261005L
Grant No. OEG-0-72-1111

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

Robert L. Lamp, Project Director
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Carrol E. Burchinal, State Director

November 13, 1973

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF THE REPORT

A. Duration of Project:

The time period covered in this final report extends from February 14, 1972 to November 9, 1973. The November 9 termination represents a 90-day extension from the original August 13, 1973 date.

B. Goals and Objectives:

Through this research and development project in career education, special attention was given to the guidance and placement function at the secondary level in assisting and implementing the student's vocational preference, whether it be entering work after high school or continuing his education, and in placing the student in the program or job of his choice.

With this concept in mind, the following goals and objectives were identified:

1. To improve the guidance and counseling services available to students in high schools in North Dakota.

2. To establish placement services to insure the placement of all existing students in either a job, a post-secondary occupational program or a baccalaureate program.

3. To establish an occupational resource center.

4. To provide occupational guidance to high school students and dropouts.

5. To develop a model vocational guidance program, including placement and follow-up models.

6. To develop model occupational exposure and orientation program designed to provide observational experiences for secondary students.

7. To evaluate the various phases of the project and disseminate the successful components to schools throughout the state of North Dakota.

C. Procedures Followed:

The major goals and objectives of this project were developed and implemented by employing a full-time professional counselor and placement officer (career advisor). Mr. Jerome Beck assumed responsibility for working cooperatively with the regular school counselors, the State Board for Vocational Education, the Department of Public Instruction (Division of Guidance Services) and the teachers of Bismarck High School in developing and implementing the Research and Development Project in Career Education.

Basically, the procedures utilized were established for each of the project components outlined in the original proposal. These components included, but were not limited to, a career guidance program, a summer job placement program, a part-time job placement program, a follow-up service, a "Day-On-The-Job" program, a career information system for the school system and a dropout component. Each project component was established through a different set of procedures. The specific procedures for each area can be found in the body of the report. The commonalities in procedure between the components, however, can be summarized as follows:

1. Establish a set of objectives.

2. Involve individuals and agencies in the development and implementation of the various project components.

3. Evaluate continuously in determining whether or not student needs are being met.

4. Maintain a system of public information to assure community support.

5. Establish in-service for education personnel to insure involvement and cooperation.

6. Follow-up the various phases of the project to assure component effectiveness.

D. Results and Accomplishments:

The primary results and accomplishments of this Research and Development Project in Career Education can be summarized as follows:

1. All seniors at Bismarck High School had at least one individual conference with the Career Advisor.

2. All seniors at Bismarck High School were given interest and aptitude tests. Results were interpreted for each individual.

3. An Occupational Resource Center was established and made available to all students at Bismarck High School.

4. Follow-up surveys were conducted with the classes of 1967-1972 during the project activities. Results were summarized and shared with the instructional staff at Bismarck High School.

5. The publication, "Directory of Post-Secondary Vocational-Technical Education in North Dakota", was developed and disseminated to all guidance programs in the state.

6. Through the Career Advisor, a model placement program was established for students at Bismarck High School. This program included summer, part-time and full-time placement.

7. A "Day-On-The-Job" program was established. This exploratory experience provided interested students the opportunity to shadow a worker in an occupation of interest to them.

8. In-service sessions were held with counselors from throughout the state to share ideas and materials developed through the various components of the project.

9. Follow-up contacts were made with dropouts during the project activities. Alternatives were discussed with each of these individuals.

10. Following the termination of the project activities, the Career Advisor will be maintained by the school district with local funds. Each of the successful project components will also be maintained.

E. Evaluation:

The evaluation of the Research and Development Project in Career Education was conducted by Educational Research Consultants of Fargo, North Dakota. The team consisted of Dr. John Teigland, Dr. Gary Narum, and Dr. Ralph Scheer, all members of the faculty at North Dakota State University, Fargo, North Dakota.

The evaluation design was prepared in accordance with the major goals and objectives of the project. The evaluation team was involved in the following activities:

1. Conducting on-site visitations to the demonstration site for the purpose of monitoring program activities.

2. Consulting with the project director and career advisor on program accomplishments.

3. Evaluating the occupational resource center on the basis of materials, effectiveness and utilization.

4. Evaluating the placement and follow-up component of the project.

5. Administering appropriate questionnaires designed to measure the extent and effectiveness of the occupational guidance services being offered to students and high school dropouts.

The overall evaluation design consisted of a product and process evaluation that focused on changes in student behavior with special emphasis given to the student placement data and also the data relating to changes in the total school program. The specific evaluation findings can be found in the body of this final report.

F. Conclusions and Recommendations:

As a result of this Research and Development Project in Career Education, a variety of conclusions and recommendations can be made. Basically, each of the conclusions is a result of the project components that are outlined in "Goals and Objectives" portion of this summary. A detailed statement of conclusions and recommendations can be found in the body of the report. The following items illustrate a number of general observations:

1. An interest survey must be administered to students at an early age. This information is essential in helping students formulate educational programs and make realistic career choices.

2. A part-time job placement program is a feasible part of a guidance program. It is essential, in the interest of time, that students contact the Career Advisor for part-time employment rather than vice-versa.

3. Conducting a summer job placement program is a questionable part of an effective career guidance program. The availability of the state employment bureau should be investigated in establishing this service.

4. Follow-up studies are most useable with students that have been out of high school at least five years. Studies performed on students out of high school less than five years are often misleading and incomplete.

5. Each student should have the opportunity to participate in programs that provide them observational or hands-on experiences in a variety of occupational areas. Contacting the business community through civic and/or service organizations is an excellent means of securing these observational stations.

6. Establishing an occupational resource center is an extremely worthwhile endeavor. Continuous evaluation and updating of the resource material is essential to the success of such a program.

7. Extensive work with parents is imperative when working with dropouts and potential dropouts. Emphasis should be placed on changing behaviors and attitudes.

BODY OF THE REPORT

A. Statement of the Problem:

The problem area toward which the project addressed itself was outlined in the original proposal. The following statements summarize the general problem:

> Because North Dakota is a rural, agricultural state, lacking major industry, the youth of the state have little or no opportunity to learn about the range of opportunities available to them in the world of work through observation or direct contact. Therefore, greater pressure is placed on educators and guidance personnel to provide meaningful experiences that will accomplish what many urban children acquire because of living in an urban area. Since many youth leave the state with a limited background, the problem of preparing these young people for work experience and opportunities that they are unfamiliar with takes on greater significance.
>
> Although a youngster often reads about different kinds of work with which he can have no firsthand experience, when he thinks about choosing a field of work he is likely to be most influenced by occupations he has actually encountered. Generally these occupations are limited to the principal professions and the services and trades he becomes acquainted with in the course of his daily life. Consequently the average youngster becomes familiar with only a tiny fraction of the many different types of work which exist.

Specific Problems to which the project was direct include:

1. Providing students with experiences designed to assist them in evaluating their interests, aptitudes, values and needs.

2. Assisting students in recognizing the range of occupations that exist which would allow them to express themselves and live the type of life they desire.

3. Guiding students in recognizing the economic and social value that different forms of work have in our society.

4. Assisting the student to gain an understanding of the psychological meaning of work as it relates to human experience.

5. Assisting students to understand the intent, nature, and possible end results of alternative pathways compatible with their interest and abilities.

6. Helping students see the broad array of occupations available at local, state, and national levels.

7. Helping students explore some occupations in detail.

8. Helping students to become aware of opportunities and potential satisfaction of different work roles and to gain some understanding of the occupational structure.

9. Directing students to better understand the nature of the decision-making process and assist them in recognizing the kinds of future decisions that must be made..

By providing increased vocational guidance and counseling for many students, and by providing this same opportunity for those students who have not had access to this service, the occupational aspirations of the students have been increased. By increasing the student's knowledge about vocational opportunities available to them, they have been able to make more meaningful and appropriate vocational decisions.

The early work of Comenius and Dewey and the more recent work of Piaget and Bruner among others have supported the premise that success experiences and the realities of the adult society can be grasped and internalized by even very young children if these concepts are placed in the language system and an experiential framework which is attuned to the readiness level of the children being served.

Another area of grave concern to the project was the school dropout. Critics and citizens measure the performance of school systems by their ability to reduce the number who drop out. Those who do drop out are considered disgraced, and are lost by the school systems, and rarely welcomed back.

Where our educational system fails these young people is not so much in its inability to halt their early departure from school, as in its failure to recapture them later. A school system should in fact, as well as in theory, keep jurisdiction over the young people within its borders until they are either graduated or have reached such an age that they may be properly regarded as adults.

Schools should invest as much in follow-up and counseling for those who drop out as for those who remain in school. School systems need to establish programs for the young people who have had their first employment experience and are ready for further education.

A third area of concern for the project involved placement of students. Students learn best when they want to learn. A school successfully placing its students in jobs which open up careers is more likely to have motivated students than a school which does not. A school in which getting a job is part of the curriculum is more likely to have students who understand why reading and mathematics make a difference than a school which regards employment as somebody else's business.

There are a few essentials in the curriculum. Communication skills, mathematics, and some ability in problem solving are widely recognized to be among them. Not so widely recognized are the habits and attitudes which add up to employability.

Many children learn these attitudes at home. A father who is regularly employed and displays a responsible attitude toward his job is likely to teach employability to his children without much help from the school. A child who is brought up in a family in which there is no employed adult, or in which observed employment is sporadic and casual, is not likely to learn at home how to hold a job. For such a child employability is as important a part of the school curriculum as reading.

A good way to teach employability where it is not an integral part of every day life, is through employment. Every school with students who are not learning desirable employment habits at home should, to the extent the labor market allows, make part-time employment a regular part of the curriculum.

The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming -- and at an increasingly rapid rate. Change in the nature of occupations, in skill levels required for job entry, and changes in work values, They are being told that their prime goal must be one of adaptability -- of being able and ready to change with change. We have assured them that, on the average, they may expect to change occupations somewhere between five and seven times during their working life. The primary objective of this Research and Development Project in Career Education was to prepare students to cope with this change.

B. Goals and Objectives:

The broad goals and objectives of the project were consistent with those set down by the United States Office of Education Policy Paper No. AVTE-V72-1. The specific activities that were initiated during the project were based on the following objectives:

1. To improve the guidance and counseling services available to students in high school in North Dakota.
   - Appropriate materials were prepared that can be shared with existing guidance programs throughout the state.
   - In-service sessions on career guidance were presented to counselors as a direct result of implementing the various project components.
   - Need for greater emphasis on career guidance was established through this project.
   - Recommendations on interest and aptitude tests are available to all counselors on the basis of experiments made through this project.

2. To establish placement services to insure the placement of all exiting students in either a job, a post-secondary occupational program or a baccaluareate program.
   - Information on model placement programs have been established and will be disseminated to counselors in North Dakota. Selected forms can be found in Appendix A.
   - Guidelines for "A-Day-On-The-Job" were established. Sample outlines can be found in Appendix B of this report.
   - A "Directory of Post-Secondary Vocational-Technical Education in North Dakota" was developed and has been disseminated to all counselors in North Dakota.

3. To establish an occupational resource center.
   - A list of materials appropriate for an occupational resource center has been compiled and made available to counselors in other school systems.
   - A separate area was designated as the center for occupational information and was made available to students and teachers at Bismarck High School.
   - Each student received a printout of materials that were available in the resource center.

4. To provide occupational guidance to high school students and dropouts.
   - Contacted each of the high school seniors to discuss employment opportunities, training opportunities, vocational test results and general information concerning career planning and securing employment.

- Initial planning was done to establish a program whereby dropouts and potential dropouts will be contacted and alternative plans can be discussed.

5. To develop a model vocational guidance program, including placement and follow-up models.
   - A program involving part-time, full-time and summer placement was initiated to meet the needs of the students in the demonstration site. Detailed information concerning these components can be found in the "Results and Accomplishments" portion of this final report.
   - Follow-up studies were made of the 1967-1972 graduating classes of Bismarck High School. Conclusions and recommendations for this portion of the project are summarized in another portion of this report. The suggested follow-up survey can be found in Appendix C.

6. To develop model occupational exposure and orientation program designed to provide observational experiences for secondary students.
   - See "Day-On-The-Job" section of Results and Accomplishments.

7. To evaluate the various phases of the project and disseminate the successful components to schools throughout the state of North Dakota.
   - See "Evaluations" portion of this final report.

C. Project Design and Procedures:

The overall design of this Part C Research and Development Project in Career Education called for establishing meaningful, well-developed career education programs with a strong guidance and counseling component. Primarily, the project was intended to expand certain components of the Exemplary Project entitled, "A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work," that was being developed and implemented in the Bismarck School System.

At the elementary level, the Exemplary Project was aimed at integrating activity centered experiences into the existing curriculum. These activities provided meaningful experiences which aided in the development of positive self-concepts, appreciation of all vocations, understanding of workers, positive attitudes toward work, and the concept that all work has dignity.

At the junior high level, the Exemplary Project provided for broad based occupational exploration including classroom, shop, laboratory, and field experiences in a variety of occupational areas.

At the secondary level, the North Dakota Exemplary Project was aimed at increasing knowledge about occupations and work settings, allowing students to receive experiences in job seeking, job applications, and job interviews, helping the student understand employer-employee relationships, and clarifying the decision-making process as it relates to self.

Activities that help relate subject matter content to actual work situations are being integrated into the various disciplines. Assistance was provided in selection of appropriate course work and actual "work" experiences were provided through cooperative vocational education programs.

Since many of the students in the high schools in North Dakota have little or no access to vocational guidance and placement services, it was, therefore, felt that our critical needs of the research project were to (a) improve the guidance and counselor services available to students in high schools in North Dakota and (b) establish placement services to insure the placement of all exiting students in either a job, post-secondary occupational program, or a baccalaureate program.

Bismarck is a community of approximately 39,000, and only 1 percent of the population is estimated to be minority groups. The major ethnic group of the minority population is Indian. Because Bismarck is the State Capitol, its major business is state government. Bismarck serves as an economic and cultural center for the surrounding small communities and farms. Data on the complex of schools which comprise the project site is provided in the table below:

Level	No. of Schools	No. of Teachers	No. of Counselors	No. of Pupils
Elementary	12	183	0	4,127
Junior High School	3	97	3	2,301
Senior High School	1	80	3	1,812
TOTAL	16	360	6	8,241

Through this research project, special attention was given to the guidance and placement function at the secondary level in assisting and implementing the student's vocational preference, whether it be entering work after high school or continuing his education, and in placing the student in the program or job of his choice.

It was proposed that during this project, models would be developed for establishing an occupational resource center, developing a vocational guidance program, and establishing a placement service to insure the placement of all exiting students in either a job, post-secondary occupational program, or a baccalaureate program. The models developed were field tested in the Bismarck school system, but are applicable to all school sizes and settings.

1. Guidance and Counseling Component

   The Bismarck Public Schools were employing three full-time counselors serving Grades 10, 11, and 12 at the high school and one each in the three junior high schools serving Grades 7, 8, and 9. It was proposed that one additional full-time professional counselor and placement officer (Career Advisor) be employed by the Bismarck School District for this project. He then became responsible for working cooperatively with the regular Bismarck School District counselors, the State Board for Vocational Education, and Department of Public Instruction (Division of Guidance Services) to develop a model for: (1) an occupational resource center, (2) providing occupational guidance to Grades 9 through 12 students and high school dropouts, and (3) developing in-service programs for local school personnel.

2. Placement Component

   As an extension to the guidance counseling component, the Career Advisor was responsible for working cooperatively with the three agencies and institutions mentioned above, plus the North Dakota State Employment Security Bureau, labor unions, business associations, and others to develop a model placement service. This model included provisions for placing students into training programs, whether they be short intensive training programs for job entry skill or post-secondary vocational-technical programs, baccalaureate degree programs, or initial job placement.

3. Evaluation Design

   The third-party evaluation to assess the effectiveness of each project component, as well as to assess the overall value and

success of the total project was conducted by Educational Research Consultants. The data collected through the internal R and D activities of the project was utilized by the third-party evaluation group for making their independent assessment of the project's effectiveness. A detailed report of the third-party evaluation team can be found in the "Evaluation" section of this report.

D. Results and Accomplishments:

The "Results and Accomplishments" portion of this report is based on the various project goals and objectives. The information is presented as an overview of each project component. Each overview contains the general outline of that project component, a brief evaluative comment and a compilation of appropriate instruments used in the various components.

1. Career Guidance Program

During the 1972-73 school year the administration of Bismarck High School provided a Career Guidance Program exclusively for seniors. The purpose of the program was to assist the seniors in developing and accepting an integrated picture of themselves and in relating these findings to the future.

The main thrust was to help individuals work out the necessary details in pursuing their desired and chosen goals. The goals, as expected, were quite varied: some choosing to terminate their education, while others chose to continue their education in one field or another.

The following objectives were developed at the outset with the intent of meeting the needs of all enrolled seniors:

a. Help the students analyze their present educational background and help them understand how this relates to career choice.

b. Help the students explore and understand their personal resources as this reflects upon their talents, limitations and interests. Help them relate this knowledge to the alternatives available to them in making career choices.

c. Help the students perceive the relationship between post-high school training and how this may add to or subtract from the opportunities available within the labor market.

d. Help the students gain awareness of self so they may be in positive positions to better make career choices.

e. Help the students understand and realize the limited employment opportunities for those who have limited job skills.

f. Help the students become better acquainted with the "world of work" and its opportunities by making available to them a broad scope of occupational literature. This then should be reflective and helpful in making career choices.

g. Help students identify their interests by administering a career interest survey. Through its proper utilization, the results can be instrumental in making sound and sensible career choices.

h. Help students make choices of training programs, which will correlate with their career choices.

i. Help students with admission procedures to their choice of training institutions.

j. Help students with planning procedures related to employment if they decide to terminate formal training upon graduation from high school.

k. Help students become acquainted with the different means available to them to finance training programs beyond the high school level.

The objectives outlined above were designed to give the youngster a background for personal choices. Usually, a final commitment was made as a result of a series of visits with me.

Conferences were scheduled with students to initiate specific plans for post-high school experiences. At that time the question, "What are you going to do after high school graduation?" was raised. For many it was obviously more school. In this case, occupational choice often determined school choice.

However, there still remained a number of students who had no inkling of their direction. For these, a good starting point was the profile of the Kuder Interest Survey. It served as a means of stimulation. After reviewing the interest inventory with the student, suggestions could be made. For further reference, the students were asked to consult the occupational library. The final responsibility for occupational choice remained with the students and their families.

Without question, numerous students indicated lack of interest in continuing training of any nature beyond the high school level. These students indicated a desire to obtain employment. The students were made aware of the different procedures they could use to gain insight into the availability of employment. Basically, three different approaches were recommended: (1) the use of the State Employment Security Bureau, (2) the direct contact with potential employers, and (3) the use of daily newspapers as a source of the community's employment needs.

Experience showed that many high school students are neither sufficiently informed about the nature of occupations nor capable of projecting themselves into the adult "world of work." With this group, one must provide a certain amount of general information about the occupational "world of work" by means that are at our disposal. At Bismarck High School, students had the opportunity to use the Career Awareness Center, a facility which provided for the student a broad scope of occupational literature. When utilized, this material was helpful in the decision-making process.

Basic with occupational choice is value formation. What the individual wants from life should play an important part in his career decision. It is important that this aspect be reflected whenever conferences regarding occupational choice occur.

Previous to graduation, the seniors were asked to evaluate the Career Guidance Program in regard to effectiveness. The following is a summary of the students' reactions toward the program:

1. Did you have a conference with the Career Advisor in regard to career development?

   Yes - 100%
   No - 0%

2. How many conferences did you have with the Career Advisor?
   1 Conference - 44%
   2 Conferences - 29%
   3 Conferences - 14%
   4 of More Conferences - 13%

3. The Career Advisor spent time discussing your post-high school plans. Do you feel that this service was of value to you?

   Yes - 71%
   *No - 11%
   *Undecided - 18%

   *(many students responding either "No" or "Undecided" had already finalized their post-high school plans)

4. Do you feel it is necessary to have someone available to help seniors with their post-high school planning?

   Yes - 98%
   No - 2%

5. The Career Advisor spent some time defining the availability of post-high school financial aids. Do you feel this service should be a part of the Career Guidance program?

   Yes - 94%
   No - 6%

6. If you had the opportunity to use the Career Awareness Center to become better acquainted with the "world of work," do you feel this Center should continue to operate in the future?

   Yes - 89%
   No - 11%

2. Career Information Library

The Career Information Library at Bismarck High School was designed to serve as a center for career information for students and teachers. The specific function was to acquire, classify, and file all types of available career literature and to make it easily accessible to all students and teachers.

In establishing and maintaining a Career Information Center, there is the need to acquisition career materials. In an attempt to acquire a maze of occupational literature, several bibliographic references were used.

The following sources provided much of the occupational literature on display in the Career Information Library of Bismarck High School:

a. NVGA Bibliography of Current Occupational Literature, National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D. C. 20009.

b. Counselor's Guide to Occupational and Other Manpower Information: An Annotated Bibilography of Selected Government Publications, Bulletin No. 1421, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

c. Career Guidance Index, Careers, P. O. Box 521, Largo, Florida 33540.

d. Career Index, Chronicle Guidance Publications, Inc., Moravia, New York 13118.

In addition to the occupational literature obtained through the bibliography provided previously, Bismarck High School also used commercial agencies to purchase numerous materials. Some of the materials purchased this past year are as follows:

a. "World of Work" related filmstrips and cassette tapes.
b. Occupational Library Kits
c. Microfiche Reader-Printer
d. Filmstrip-Cassette Player
e. Occupational Selector

Because the processes of an information service require regular supervision, one person must be allotted time to organize and maintain the service. A person, with a clerical background, could carry out this responsibility. A professional counselor, with a knowledge of information services, must have allotted time to coordinate the service and give directives to those responsible for operating the library. Student assistants could be made available to carry out some of the routine functions.

The amount of professional time devoted to such an information function needs to be considered in the context of the size and resources of a particular school. One-half of a counselor's time and the equivalent of a half-time clerk are perhaps minimal. A full-time secretary should be considered if the program is to function properly.

Bismarck High School was fortunate to have a full-time secretary to carry out the duties and functions of the Career Center.

Career information libraries are rapidly outdated and need continuous updating. Plans must permit acquisition and replacement funds for acquisition of reference materials of established quality.

Although free materials play an important part in the career information services, funds are needed for publications that vary in price from a few cents to several dollars. The amount of funding necessary will relate directly to the state of development--whether it is a new service just getting started or an existing library needing updated materials. Annual

budgets are a definite must. Once a career library is fully established, I believe through selective acquisitioning, a library can be maintained on an annual budget of $300-$400 for materials.

To be utilized, a career information center needs to be located near an area where the majority of students flow by the facility. Information must be easily accessible to the potential user.

Visibility is a critical consideration in determining the type of storage and display units to be used. Career information, when properly displayed, can be of high interest for students.

The facility may be located in small rooms or sections of rooms and may be located near the counselors' offices, near the school library, or within the library. It should be near the major student traffic flow. Bismarck High School was fortunate to have access to a portion of a former study hall. Approximately 900-1000 square feet of space were allotted for the center's use.

The career information library can be publicized through teachers and student bulletins, print outs, student newspaper stories, homeroom talks, etc. This latter element is of utmost importance, especially in a large school system.

Approximately 2500 students and teachers used the Career Awareness Center at Bismarck High School this past year.

3. Summer and Full-Time Job Placement Program

As a part of the Career Guidance Program at Bismarck High School, the administration designated a coordinator to devote a small portion of time establishing a job placement program for graduating seniors. The program was designed to aid seniors seeking summer employment and seniors pursuing permanent, full-time employment. The main objective was to help these students locate job interviews with local employers.

To determine needs, the seniors were surveyed concerning their present employment status and their plans beyond graduation. The survey revealed that 240 of the 563 graduating seniors were looking for employment. Fifty of these graduates had no intention of pursuing any form of post-high school training at this time. Most of the remaining graduates were already employed or had employment leads. A small segment of the

class did not intend to seek employment at this time. Of these, some were planning to immediately pursue additional training; others were not going to work at this time.

The criteria for measuring success in a program of this nature stems on the ability to find job opportunities. The procedure used to solicit information regarding job opportunities is of major importance.

One of the first activities was to compile a list of potential employers. This was accomplished by using the yellow pages of the local telephone directory. Letters were sent to 659 local business firms encouraging them to consider student employees. Emphasis was placed upon the benefits the program could have for both the employer and the graduating student. The letter stressed that an employment opportunity could help a young person spend a profitable summer both learning through a work experience and earning an income. In addition, publicity was directed toward the employers through radio and television news programs and newspaper articles. Students were made aware of the program during the time the survey was conducted.

Interested personnel directors could respond in one of two ways. They could return the stamped, self-addressed postcard which had been provided indicating the number of students they wished to interview; or the employer could call the school and make his employment needs known to the coordinator. The job placement coordinator then referred the requested number of students for interview.

Seniors were notified of employment opportunities through a job availability bulletin placed in senior classrooms. This bulletin provided a short description of the available jobs and the type of business. The firm name, address, telephone number and person to contact were not given. If a student saw an opening which interested him, he would report to the job placement coordinator who would decide if the student met the employer's prescribed qualifications. The name of of the firm would be released to the student if he proved satisfactory. If the student was still interested, he was given an identification card of introduction for the employer. These cards helped to regulate the number of students referred for interview. When the designated number of referrals had been made, the job was considered closed.

Before a student reported for a job interview, he was given instructions on how to proceed with the interview. It was essential that students made a good impression with the

potential employers. Proper interview techniques were reviewed with each candidate before making the first contact. After receiving the card of introduction, the student was responsible for initiating the interview with the prospective employer.

Response from the local business community was very limited. The letters to local employers were mailed April 25, 1973 with the hope that job opportunities would be increasing at this time of year. In addition, seniors were available for employment on a full-time basis four weeks later.

A number of job opportunities were listed with the coordinator during the months of June and July. In these cases, since school was not in operation during these months, the coordinator contacted students seeking work by means of the telephone to inform them of different job opportunities. By August 1, 1973 most seniors who were looking for employment had gained employment. Many of these individuals secured their employment on their own initiative.

Approximately 75 underclassmen had registered their interest in summer employment before school terminated on June 1, 1973. In a few cases, the coordinator made available job listings to these individuals when seniors were no longer available for employment or had no interest in particular position.

As of August 1, 1973, 35 local business firms had returned cards or had called the school requesting student referrals. A few employers had called to express a favorable opinion relative to the employment program for students, but stated they did not have any openings at the present time or anticipate any for the summer. Some employers stated they considered only those people who made direct contact with them for employment, rather than considering referrals from an outside agency. They preferred to hire employees who took the initiative in seeking employment.

As of August 1, 1973, 84 students, mostly seniors, had been referred for employment interviews. Approximately one-half of these individuals gained employment through this means. As indicated previously, many of the students who did not gain employment through the placement program did gain employment by making personal contacts with potential employers. In a spot survey conducted during the first week of July, it was found that many of the seniors looking for employment in May had successfully gained employment.

A job placement service for graduating seniors, as well as other students, has merit and should be a part of the secondary school system. A service of this nature is very time consuming. Rather than contacting potential employers only by letter, it seems apparent that the coordinator should make personal contacts with the business community. This would require at least one or probably even more full-time persons working in a school and community the size of Bismarck, North Dakota.

Since the coordinator at Bismarck High School had numerous other duties in addition to the job placement activities, it was difficult to give the program the type of effort needed to get it firmly established. It is evident that other schools, especially in the industrialized geographical areas which have job placement services available for high school students, realize a high rate of success in placing students in the labor market. In the research reviewed, it is also evident that these job placement centers devote considerable time to this particular activity.

It was apparent that students desire the services of a job placement program. The seniors of Bismarck High School were asked to reveal their feelings toward the development of a summer placement program for employment. A survey was conducted previous to the development of the program. In responding to the question, 98.0% of the 563 seniors viewed the summer and full-time employment service as vital to their personal development. They indicated this service should become a part of the total guidance function.

In conclusion, it appears that every effort should be extended to make this type of service available to the graduates when they leave high school.

4. Part-Time Job Placement Service

A part-time job placement service for seniors was provided as a part of the Career Guidance Program at Bismarck High School during the 1972-73 school year. Research indicates that high school students who want to work and can obtain employment have a greater sense of accomplishment and self-pride than those who do not attain this responsibility during their youthful years.

During the past school term, Bismarck High School designated one individual to coordinate a part-time job placement service

for seniors. Its purpose was to help seniors locate meaningful, part-time employment, if desired, while enrolled in their last year of school.

Any senior who desired part-time work was asked to complete an application form describing his past work experiences and stating what type of work he would most like to obtain. Attempts were made to match the individual's job preferences with the openings available.

During the school term, 98 seniors completed the employment survey form indicating their desire for part-time employment. The Job Placement Service was successful in acquiring work for 55 students. However, some of these jobs were not permanent in nature. The jobs listed with the service included permanent part-time employment and jobs labeled as "spot-jobs." "Spot-jobs" were those jobs that were terminal in nature, probably lasting no more than a day or two. Of those seniors who gained part-time employment during the school term, many gained full-time employment status after completing their final year in school.

One criteria for measuring the success or failure of a program of this nature is the ability to find job opportunities. Compiling a list of potential employers was the first activity. The yellow pages of the local telephone directory served as the foundation for this list.

After the list of potential employers was completed, 325 letters were mailed to these firms asking them to take part in the placement program by hiring young people for employment. In the letter, the benefits of the program were emphasized. If the employer wanted to interview candidates for a particular job, he was asked to contact the school job placement coordinator and state his employment needs.

Because of a lack of employment opportunities in the community, the response from local employers was rather limited. A few employers expressed a desire to be of help to students desiring employment but business activities did not warrant additional employees. Other employers indicated they considered for employment only those persons who made direct contact with the firm on their own initiative. From this last statement, one may conclude that direct personal contact by persons looking for work may be of more value to some employers than being referred by the school.

In addition to contact by letter and telephone, other means were used to promote student employment with the local business community. Included in this promotion were news releases in the local daily newspaper, purchased advertisements, and considerable coverage by local radio and television stations.

When an employer wanted to interview students for a particular job, he would inform the coordinator of the type of employment available and specify the type of candidate(s) he preferred for the position. The employer controlled the number of candidates he would interview for a specific position. The coordinator then would refer candidates who met the job specifications for interview with the prospective employer.

A bulletin listing job openings was posted to inform students of available employment opportunities. If a particular opening interested a student he would report to the coordinator to determine the qualifications. After the job briefing, if the student was interested and felt he could meet the job requirements, he was given instructions on how to proceed with the interview. It was essential that students made a good impression with the employer, therefore, proper interview techniques were reviewed with each candidate before the individual made the initial interview contact. The most frequently listed jobs included mechanical and shop work, stock boy, bus boy and waitress work. The short-term "spot-jobs" basically involved clean-up type of work.

In addition to the contact work with the potential employers, much time should be devoted to the working with the students desiring part-time employment. This involves such things as developing work history and marketable skill files for all students desiring part-time employment while enrolled in a secondary school program. Also, as mentioned previously, students need considerable help in learning proper interview techniques. This has to be considered the minimal criteria with which to begin a job placement center. Job placement activities also require much clerical work. Clerical personnel must be considered to carry out an effective job placement program.

School systems in North Dakota should give serious consideration to the development of a job placement service for students enrolled in the secondary schools. It is quite apparent that students desire this type of service. The seniors of Bismarck High School were asked to reveal their feelings toward the job placement program. In responding to

the question, 98.6% of the 563 seniors viewed the part-time job placement program as very important to their personal welfare. They felt the service should continue as a part of the total guidance program.

In conclusion, it appears that every effort should be extended to make this a viable service for the high school youngster.

5. Day-On-The-Job Program

During the 1972-73 school year the administration of Bismarck High School provided a day-on-the-job program for a limited number of juniors and seniors. The main thrust of the program was to assist individuals in gaining a better insight into their personal occupational or career choices by observing a real life situation.

Business and industry visits provided these individuals with the opportunity to observe and interact with workers in their fundamental settings, and such observations, if carefully organized, can offer valuable learning experiences. They seem particularly important since the world of work is extremely complex, and many occupations are removed from the public view. Consequently, an increasing number of students have little opportunity to go "behind the scenes" and actually see how and where certain types of work are performed. Students' perceptions may have developed from limited information and may be quite unrealistic and inaccurate. On-site visitations can be meaningful vehicles for providing students with direct contact with the world of work and can be highly motivating to students, encouraging them to further explore both the world of work and can be highly motivating to students, encouraging them to further explore both the world of work and their own future plans.

Students enrolled in Vocational Communications were given the opportunity to participate in this program. The course has the following description: "Vocational Communications is that part of the total educational process which seeks to help an individual to prepare for the world of work. . .in particular, the educational and occupational requirements to become successful in an occupation. The nature of the course is practical with emphasis on individual work."

As a part of the class content, Mr. Dennis Trom, Instructor, required each student to view and review his own personal interests and had each individual relate these interests to the world of work. Each student was then given the opportunity to visit a business or industry that related to his personal career or occupational choice. The visitation was planned to cover a normal work day. The students were excused for the day to participate in the area of his interest.

The industrial-business stations for this program were gained through the interests of a local Kiwanis organization. One of their projects entails a service to community's youth in the form of an educational endeavor. A major portion of the membership consented in offering their place of business as an observatory for students interested in that particular type of work. In addition to the observations, each student was given the opportunity to ask questions related to such aspects as qualifications needed for job entry, earnings one could expect from employment of this nature, advancement opportunities, future employment needs, etc.

The following job stations were available for student placement:

store clerk
brokerage office
editors
layout specialists
plate making
glaziers
decorators
floor covering installers
designing
insurance examiner
actuary
aircraft mechanics
data processing
military service
card processing
computer printing
nursing
dietary
maintenance
physical therapy
real estate sales
mechanics
management
finance
buying
occupational therapy
spiritual ministry
appliance technician
secretary
shipping and receiving
delivery
bookkeeper
tellers
insurance sales
leather work
dairy inspector
bees inspector
livestock dealers inspector
soil conservationist
soil scientist
biologist
range conservationist
engineer
conservation aid
administration
equipment operator
geological engineer
coal mining
environmental work
drafting

meteorology
electronics
pilot briefing
bricklayer
carpenter
computer mapping
coal gasification chemist
teaching (elementary)
teaching (physical education)

An evaluation questioning both students and employers relative to the validity of the program was performed at the completion of the activity. The response from both elements was on a positive note. Forms used to evaluate the program can be found in Appendix B.

6. Follow-Up Program

In order to gain an understanding of students relative to their career development, it is necessary to put them into some sort of perspective over time. Knowledge of current activities of former students will give some indication of how presently enrolled students may develop along educational and vocational lines. This information may be used to provide indicators to students about areas which they might explore.

Activities of former students may provide leads to determine what information should be included in the occupational resource center. This may include indications about popular areas of activities as well as indications about areas which are less popular.

Trends in terms of school and college attendance after high school and the types of occupations students entered may be analyzed through the use of follow-up information. Here again, popular areas might indicate a need for comprehensive information for a resource center or library.

Another purpose of a follow-up study is to obtain an insight from former graduates relative to their feelings of satisfaction or dissatisfaction of their high school education. The results from a follow-up study should be instrumental in reinforcing those programs which former graduates consider being of high quality and also provide the incentive to revise those programs which do not meet the needs of the students. In general, the results gained from a well organized follow-up study should be able to serve as a guideline for additions or revisions of the curriculum. The results may represent challenges but should help the school improve its existing programs as well as make additions to the curriculum where deemed necessary to meet the needs of today's youth.

To develop a successful follow-up study, planning should be carried out by as many persons as possible, although at some point one individual or a small group will have to take the major responsibility for coordinating the study. At the outset of the study, many people should be involved so that they feel that the study is planned with relevance to their needs. This type of organization will create a genuine interest in the returns.

The success of a follow-up study will be dependent upon how well its objectives are designed previous to the time it is begun. The objectives should be rather specific. This will help develop a format for the questionnaire. The basic objectives should include the collection of information for the evaluation and improvement of the school and information which may be useful for current and future enrollees.

Most follow-up studies of former students dwell on educational and vocational experiences after leaving high school. This, in its simplest form, would ask students to identify the schools attended and the type of jobs former students have held or are now holding. Many schools collect this type of information after one year, three years, five years, seven years, etc. The type of information you plan to recover would dictate the frequency of the follow-up study. Most studies ask for comments and evaluation of the high school program, evaluation of the guidance program, etc. This should provide for both qualitative and quantitative information.

A school just beginning a follow-up program may want to limit its scope at the beginning by defining only a few specific objectives. The scope of the study could be expanded in subsequent years.

A follow-up study may be a one-time project, or it might call for periodic studies conducted each year. The format chosen will be dependent upon each individual school's objectives. A single study would have a tendency to be an isolated project with limited usefulness. A programmed study over a number of years is more likely to represent a continuing process of evaluation and service.

In most cases, follow-up data is collected by questionnaires, interviews, or by a combination of the two. Each would have its particular advantages as well as disadvantages. In most cases the questionnaire is usually most practical for school personnel.

Regardless of which method is used, the questions should be planned carefully to elicit the desired information with minimal bias. The questionnaires should be kept as short as possible, yet complete enough to collect the desired data. Long forms may not be completed at all, or the information may become less complete toward the end of the questionnaire.

To avoid bias in the results, some technique should be planned for getting as close to a 100 percent return as possible. At some point, it may be decided to follow up with phone calls or another letter to those who have not responded.

It is generally felt that encouraging a positive attitude toward follow-up studies on the part of the current student body will increase their responses to these requests. If current students are asked to help in the organization and administration of the follow-up study, they may be more responsive to a follow-up when it is their turn. This technique would be suitable for a small school but would reach only a small percentage of the student body in a large school. It is advisable to make a contact with those students about to graduate, introducing them to the fact that school personnel will at some point ask them to complete a follow-up questionnaire. Also relate to them the purpose of the study and the importance of good returns to eliminate as much as possible the bias potential.

There should be a cover letter sent each time a questionnaire is sent. This letter should come on official school stationery and should mention the reasons for the study. Point out that, by cooperating, the student can be of assistance to future students. The issue of confidentiality can be handled by pointing out that results will be reported only in group terms.

Use of a business reply envelope for questionnaire returns is convenient for the respondent and is economical. Every live stamp not used is a loss of money. With a business reply envelope, the school pays the post office for only those questionnaires returned.

Timing of the mailing can help obtain greater returns. Forms sent just previous to a holiday period usually are apt to be returned at a higher rate.

The questionnaire and cover letter utilized in the Bismarck High School Follow-Up Program has evolved through two revisions to its current form. The forms are presented in Appendix C.

E. Evaluation

The following evaluation represents the finding of the third-party evaluator for this Part C Research and Development Project in Career Education:

EVALUATION OF PROJECT NO. V261005L

Contract No. OEG-0-72-1111

Educational Research Consultants
31 N. Woodcrest Drive
Fargo, North Dakota 58102

INTRODUCTION

The evaluation of the Vocational Guidance Project, material, and facilities of the Bismarck Senior High School guidance program funded by the Department of Vocational Education was accomplished by the following methods: (1) on-site visits with the director of the project, Robert L. Lamp; the vocational counselor, Jerome Beck; teachers, administrators, and students, (2) data evaluation as provided by the staff, (3) inspection of physical facilities, (4) assessment of the accomplishment of the goals of the project.

1. ON-SITE VISITATION

Project Director: The project director appeared to be directly involved with the project and the personnel. Initially there seemed to be a confusion of role and responsibility between the director and the local counselor. However, as the year progressed the relationship developed into one of support and cooperation. The director appeared satisfied with the overall project.

Vocational Counselor: The several visits with the counselor, Jerome Beck, suggested an openess regarding the project that resulted in a highly successful project. He was well received by the school. He discharged his responsibilities effectively and contributed in a very significant manner to the high degree of success of the project.

The activities of the project counselor were generally appropriate. The program did concentrate on working with seniors. This included seeing all seniors at least once. Although this might be necessary for the first year of such a project it would appear that the service should be extended to all students. However, the counseling that did take place with the seniors was well received and should be considered very successful.

The establishment of the Career Information room was also worthwhile and successful. A tally indicated that 2500 students visited the room. It should be noted that a given student would visit the room a number of times, thereby inflating the total number.

The placement program was the most questionable part of the project. With the extensive time expended by the counselor with limited results and with relatively simple nature of much of the work, it would appear to be inefficient use of counselor time. A good secretary could have done the majority of the work with the counselor assuming responsibility only at certain times.

The overall effort of the counselor must be rated positively. The fact that he has been integrated into the regular guidance program of the school suggests the degree of acceptance of his activities.

Teachers: There were approximately ten teachers interviewed. There was no attempt to obtain a random sample. Rather, teachers who had contact with the project were contacted. The overall reaction was positive. The materials resource center was used by a number of teachers in classroom assignments.

Administration: In discussing the worth of this project the administrators of the school were very vocal in their support of the project. It appeared that even though the project was funded by outside money they felt that it was their program. This would certainly have to be interpreted as a positive attitude. In discussing the future of the project it was apparent that they wanted to continue most of the project activities. This has to a degree been accomplished.

Students: A number of students were interviewed on an unplanned schedule. Students in halls and study halls were interviewed. The majority of the students were aware of the resource center. Some had used it for their class assignments or because of personal interest. One suggestion was to give the center a greater identity and image as the students perception of the facility was often vague and unclear. The seniors responded very positively to the vocational counseling they received.

2. EVALUATION OF PROJECT DATA AND MATERIALS

The following reports or overviews by project staff were submitted to the Third-Party Evaluation Team.

a. Day-On-The-Job Program
b. Career Guidance Program for Seniors
c. Follow-Up Services
d. Career Information Library
e. Summer and Full-Time Job Placement Program
f. Part-Time Job Placement Service

These reports cover in detail the various programs and the number of students served. The data providers indicate that the services provided did in fact reach the students.

The most significant report is the overview of the Career Guidance Program for Seniors. The data contained in that report indicates an almost unanimous support for the type of service provided by Mr. Beck.

Although the Counselor Handbook has not been completed, the handbook was submitted to the evaluation team for inspection. The handbook is intended to provide information for counselors to help them become involved in a career education program. The basic criticism of the initial draft was that it was too general and did not provide specific information that would assist a counselor in understanding his role in the career education program. It appeared to be more like a general guidance handbook rather than a career education handbook for guidance personnel.

3. PHYSICAL FACILITIES

Resource Center: This room was centrally located and easily accessible to the students. The center was large enough to provide the necessary space for display of materials and adequate room for the number of students who would want to use the center at any one time.

Counseling Office: The counseling office was somewhat removed from the resource center. This appeared to be a handicap for the counselor in working with the students as they inspected the materials. This is being changed and the facility being remodeled to make the total operation more accessible to the student and more integrated into the total program. This office should be private so that students may feel free to converse with the counselor.

4. GOALS OF THE PROGRAM

In assessing the stated goals of the project it would appear that these goals were met. The goals were aimed at the seniors in the high school. The highly favorable reactions of the students and the fact that all seniors were interviewed suggest that these students were helped. The evaluation of the project was a process evaluation. The self report of the seniors might be viewed as a product assessment. However, from the Third-Party Evaluator's viewpoint, it appears that a process evaluation is a much more relevant evaluation.

F. Conclusions and Recommendations:

The following conclusions and recommendations are based on activities conducted through the Research and Development Project in Career Education. Each of the conclusions and recommendations is a result of the project components outlined in the original proposal and is determined through observations, personal visitations and analysis of data from students and teachers:

Conclusions:

1. Career choice should be emphasized by guidance programs throughout the entire junior and senior high school years.

2. Discussing post-high school plans is a valuable service of the career guidance program. A vast majority of students served indicated the need for this type of service.

3. Career guidance, as part of the total guidance program, has been given less that adequate attention.

4. Students view a placement component, within the guidance program, as an integral part of their educational experience. This experience can include full-time, part-time, and summer employment.

5. It is feasible to provide students with observational and/or hands-on experiences, regardless of whether they are pursuing an academic or vocational program.

6. A significant number of students graduating from Bismarck High School were not interested in continuing education beyond high school.

7. Many high school students are neither sufficiently informed about the nature of occupations nor capable of projecting themselves into the adult "world of work."

8. Although free materials play an important part in career information services, funds are needed for publications that vary in price from a few cents to several dollars.

9. A job placement service for graduating seniors, as well as other students, has merit and should be a part of the secondary school system.

Recommendations:

1. Occupational resource centers are an essential part of a career guidance program and should contain a broad spectrum of occupational literature, be continuously evaluated and updated and be accessible to all students, teachers and parents.

2. Interest and aptitude surveys should be administered to each secondary student at some point in time. This knowledge is essential in helping students formulate educational programs and make realistic career choices.

3. A systematic program for school dropouts should be established. The program should encompass the potential dropout as well as those that have already left the education system.

4. A follow-up system should be established as part of the guidance program. Informing the present school population of the purposes of a follow-up program will enhance a more positive response.

5. In establishing the availability of employment, it is recommended that the Employment Security Bureau, direct contact with employers and daily newspapers be utilized.

6. Annual budgets for career librarians should be established as part of a total career information system.

7. In order to be fully utilized, a career information center needs to be located near an area where the majority of students flow. Information should be easily accessible to the potential user.

APPENDICES

APPENDIX A

JOB PLACEMENT PROGRAM

BISMARCK HIGH SCHOOL SENIOR SURVEY

READ CAREFULLY!

It is the intent of the Career Guidance Office, under my direction, to act as a placement center for seniors who are interested in summer or full-time employment. In order to determine which seniors are interested in summer or full-time employment, it is essential that you complete this survey questionnaire.

I personally will do all I can to secure suitable job interviews for you, and then it is up to you and the employer to discuss the requirements and responsibilities of the job. The employer will decide whether or not you will be hired. Employment opportunities will be dependent upon community employment needs.

Completing this questionnaire does not guarantee you a job. Each graduating senior, seeking employment, should make every effort to find employment on his own. This service is designed to help those who are having difficulty finding meaningful employment.

Please answer the following questions to the best of your ability.

Jerome Beck
Counselor

NAME_____ TELEPHONE_____

ADDRESS_____ AGE_____

PARENT'S NAME_____

PARENT'S ADDRESS_____

__Yes__No 1. Do you plan to pursue some form of training after high school graduation?
If yes, what type of training?_____
Where?_____
If no, what are your plans?_____

__Yes__No 2. Are you presently employed?
If yes, where?_____
Type of work:_____

__Yes__No 3. If employed, do you plan to continue employment at this place this coming summer?

__Yes__No 4. If you are not working, or are working but plan to quit, do you have employment for this coming summer?

__Yes__No 5. If you do not have work for this coming summer, would you like my assistance in gaining summer employment?

6. If you are seeking summer employment, what type of employment would you prefer?
First Choice_____
Second Choice_____
Third Choice_____

7. List your work experience, if any: (most recent first)

_____
_____
_____

__Yes__No 8. If interested in employment, would you allow me to present your name and your school performance to a prospective employer?

SAMPLE LETTER

Dear _____:

Do you have a job a high school student could fill this summer? Such an opportunity can help a young person spend a profitable summer both learning through a work experience and earning an income.

There are many intelligent and capable students at Bismarck High School who are looking for work this summer, as well as many graduating seniors looking for full-time employment. We are turning to you as their potential employer with a request to list with us any openings you might have.

We intend to make a single listing of jobs available to students. This list will not include the name of the business firm, but will give the job title and the requirements for the position. The student will apply to us if he feels qualified for a particular job. If we feel the applicant meets your requirements, we will then release the firm's name and location. Each student referred will be responsible for initiating the interview with the prospective employer.

Hopefully, all students we refer will meet your minimum qualifications. However, you as the employer will have the responsibility of making the final selection. We hope both the job opportunity and the work experience will be a valuable opportunity for the student as well as help you meet your employment needs.

Would you please call in your job opening or mail the enclosed card to us. The telephone number you can use to reach me is 223-8640, Extension 45.

We hope this type of service can be of value to you. Many students looking for summer employment would appreciate your use of this service.

Sincerely,

Career Counselor

INTRODUCTORY CARD

Name of Business Firm _____

Address _____

Person to Contact _____

You returned a card to Bismarck High School indicating a need for summer help. _____ has been referred to you for interview. If you have any questions, please feel free to call me at 223-8640, Ext. 45.

Jerome Beck
Counselor

POSTAL CARD

Name of Firm _____ Phone No. _____

Address _____

Apply to _____

Type of Work _____

Summer Only _____ Full-Time _____ Part-Time _____

Number you will interview: Male _____ Female _____

Additional information or requirements _____

SAMPLE LETTER

Dear _____:

This letter is being submitted asking you for your help. Bismarck Senior High School will be making an effort to help seniors find meaningful employment experiences, both while enrolled in school as well as when they graduate next spring.

Research seems to indicate that today's youth is very much in need of work experiences. This seems to be a very vital part of the total growth of the teenager as he progresses toward adult life. The teenager is not only interested in the money he can earn through employment, but also has a psychological need to encounter "world of work" experiences. For many this work experience is necessary in order for individuals to find themselves and to have a feeling of personal self-worth and also to enhance the individual's career choice.

It is my intent to make known to the seniors the availability of employment within the community of Bismarck, but not to become a hiring service for the business community. All you would need to do is call the school and indicate to me your employment needs. A senior then would be notified of a possible employment opportunity, and he then would take the initiative to make known to you his interest in your employment needs. An effort would be made to correlate the student's job interest with the employer's request or needs. The employer, by all means, would retain the responsibility for interviewing the prospective candidate and the employer himself would determine whether or not an individual was hired.

It is with this intent that I ask you for your help in employing a senior who is in need of employment as well as meeting your personal employment needs. In general, seniors who are pursuing employment, would be available for part-time employment during the school week and available for full-time employment during the weekends. This program does not have any relationship to the cooperative work experiences now available to students enrolled in the business and distributive education programs at Bismarck Senior High School. Also, no attempt would be made to provide students with course credit toward high school graduation for these work experiences. As indicated earlier, numerous students, while enrolled in high school, would find their education programs more meaningful if they could correlate it with meaningful work experiences.

If you have any employment needs, please make them known to me by calling 223-8640, Extension 45, Bismarck Senior High School. Every effort will be made to provide you with potential employees for you to

interview. If you have any questions in regard to this proposal, please feel free to call me at the above mentioned number.

Your participation in this endeavor would be appreciated. Allow me to thank you at this time for any consideration you may be able to give in employing a senior on a part-time basis in your business organization. Your interest in what happens to our community's youth is most sincerely appreciated.

Sincerely,

Career Counselor

BISMARCK SENIOR HIGH SCHOOL EMPLOYMENT SURVEY

READ CAREFULLY!

It is the intent of the CAREER GUIDANCE OFFICE, under my direction, to act as a placement center for seniors who are interested in part-time employment throughout this next school year. In order to determine which seniors are interested in part-time employment, it is essential that you complete this survey questionnaire.

The part-time employment experiences would take place after school hours and during weekends. There will be no need to change your class schedule to meet the needs for part-time employment.

I personally will do all I can to secure suitable job interviews for you, and then it is up to you and the employer to discuss the requirements and responsibilities of the job. The employer will decide whether or not you will be hired. Employment opportunities will depend upon the availability of jobs within the community. This may well include just short-time job opportunities. Completing this questionnaire does not guarantee you a job!

Please answer the following questions to the best of your ability. The information will be for confidential use only.

Jerome Beck
Career Counselor

PLEASE PRINT!

NAME_____ TELEPHONE_____
(last) (first) (middle)

ADDRESS_____

DATE OF BIRTH_____ AGE_____ SOCIAL SECURITY NUMBER_____
(if available)

PARENT'(S) NAME AND ADDRESS_____

Are you presently working?___Yes ___No

If yes, please indicate where you are working._____

What type of work are you doing and what hours are you working on this job? _____

Are you interested in part-time employment?___Yes ___No

If yes, what type of work would you prefer? (be specific)_____

_____

Do you have any work experience? ___Yes ___No

If yes, please state kind of experience._____

_____

If interested in part-time employment, would you allow me to present your name and your school performance to a prospective employer?
___Yes ___No

What is your school performance average over the tenth and eleventh grade? Circle one:

A B C D F

Do you hold a valid North Dakota driver's license? ___Yes ___No

Do you have access to the use of a car? ___Yes ___No

At what time are you through with the school day?_____

Are you or any member of your family on welfare, social security, workmen's compensation, or other public assistance? ___Yes ___No

Your Signature_____

APPENDIX B

DAY-ON-THE-JOB PROGRAM

A DAY ON THE JOB

1. Our firm would be willing to offer students observational experiences through A DAY ON THE JOB.

   YES_____

   NO_____

2. NAME OF FIRM_____

3. CONTACT PERSON_____

4. TELEPHONE NUMBER_____

5. ADDRESS_____

6. LIST OF OCCUPATIONS AT YOUR FIRM:

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

7. NUMBER OF STUDENTS YOU COULD HANDLE_____

8. OTHER COMMENTS:_____

   _____

   _____

   _____

DAY-ON-THE-JOB QUESTIONNAIRE - EMPLOYER EVALUATION

EMPLOYER_____

NUMBER OF STUDENTS_____

AREAS STUDENTS OBSERVED_____

_____

_____

PLEASE RATE THE FOLLOWING 1 - 5 WITH 5 BEING THE HIGHEST

RATING:

1 2 3 4 5 PLANNING AND SCHEDULING BY THE SCHOOL

1 2 3 4 5 ATTITUDE OF STUDENT(S)

1 2 3 4 5 VALUE OF THE PROGRAM

1 2 3 4 5 YOUR WILLINGNESS TO BE INVOLVED IN THIS TYPE OF PROGRAM DURING ANOTHER YEAR

1 2 3 4 5 EMPLOYEES REACTION

COMMENTS: (GOOD, BAD, SUGGESTED IMPROVEMENTS)

_____

_____

_____

_____

_____

_____

_____

_____

DAY-ON-THE-JOB QUESTIONNAIRE - STUDENT EVALUATION

NAME_____

PLACE OF BUSINESS_____

WAS THE PROGRAM OF VALUE TO YOU? YES___ NO___

DO YOU FEEL THE PROGRAM SHOULD BE CONTINUED? YES___ NO___

DID THE EMPLOYER COOPERATE IN MAKING THIS A SUCCESSFUL EXPERIENCE?

YES___ NO___

DO YOU FEEL THAT ENOUGH TIME WAS SPENT ON THE JOB? YES___ NO___

WHAT JOB SITUATION(S) DID YOU OBSERVE?_____

_____

_____

_____

_____

COMMENTS: (GOOD, BAD, SUGGESTED IMPROVEMENTS)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

FOLLOW-UP PROGRAM

FOLLOW-UP QUESTIONNAIRE

1. Your Name (Optional)_____ Graduating Year_____

2. List all the schools, if any, which you have attended since leaving Bismarck High School: (list in order of attendance)

		Length of Attendance	Degree
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

3. Post-High School Training: (check only one)

____a. Did not enroll in any type of school since graduating from Bismarck High School. I did not enroll in any type of school because_____

____b. Did enroll in one or more schools since graduating from Bismarck High School, but did not complete the training. I did not complete the training because_____
_____

____c. Did enroll in one or more schools since graduating from Bismarck High School and am in the process of completing a program. I will have training in_____when completed.

____d. Did enroll in one or more schools since graduating from Bismarck High School and have completed a program in (type of training)
_____

4. Do you feel the curriculum of Bismarck High School was extensive enough to prepare you for the future? ___Yes ___No If no, list the shortcomings._____
_____

5. What educational or extra curricular experiences, while enrolled at Bismarck High School, have been of much value to you since graduating?_____
_____

of little value to you since graduating?_____
_____

6. What subject(s), while attending Bismarck High School, was/were of much value to you?_____
_____

of little value to you?_____
_____

7. What subject(s) while attending Bismarck High School, would you like to have taken had they been offered?_____

_____

8. Have you ever been in the military service? ___Yes ___No

9. What types of jobs, if any, have you held since graduating from Bismarck High School? (list in order, most recent first)_____

_____

_____

PRESENT EMPLOYMENT STATUS

Check only one of the following statements, that most closely describes your present status.

____1. I am enrolled in school full-time and not working.

____2. I am enrolled in school full-time and work part-time.

____3. I am enrolled in school full-time and working full-time.

____4. I am enrolled in school part-time and not working.

____5. I am enrolled in school part-time and working part-time.

____6. I am enrolled in school part-time and working full-time.

____7. I am not enrolled in school and not working.

____8. I am not enrolled in school and working part-time.

____9. I am not enrolled in school and working full-time.

10. If you are presently employed, answer the following questions best describing your employment:

a. Part-time? (less than 40 hours per week) ___Yes ___No

b. Full-time? (40 hours or more per week) ___Yes ___No

c. Your title or position?_____

d. Type of business or industry?_____

11. If you are employed, how did you get your present job? (be specific)_____

_____

_____

GUIDANCE AWARENESS

Yes___ No___ ?___ 1. Did someone in the school help you consider information about yourself as it related to future educational and vocational plans?

Yes___ No___ ?___ 2. Did you have conferences with someone on the school staff concerning your educational and vocational plans?

Yes___ No___ ?___ 3. Did you have access to information wanted and needed about the various occupations being considered?

Yes___ No___ ?___ 4. Did you consult the counselor about your future educational and vocational plans?

Yes___ No___ ?___ 5. Did you have access to information wanted and needed about colleges and other schools which offered post-high school education?

Yes___ No___ ?___ 6. Did most teachers discuss the various occupations which are related to the subjects taught by them?

Yes___ No___ ?___ 7. Were your ability, interest and achievement test results helpful in educational and vocational planning?